



CAPTAIN

California Autism Professional Training
and Information Network

FAMILY SUPPORT JOB ALIKE

2018-19 CAPTAIN SUMMITS

INTRODUCTIONS

Please share:

- Your name & agency
- If we came to your town where should we eat or what should we do / visit?



FEDERAL AND STATE FUNDED PARENT SUPPORT ORGANIZATION CADRE REQUIREMENTS

- Share information with your support organization staff about:
 - CAPTAIN*
 - EBPs for ASD*
 - LTSAE resources so that they may assist with information dissemination*
- Share information with families about EBPs for ASD to support advocacy *
- Act as a LTSAE "Deputy Ambassador
- Participate in regional meetings to support regional goal implementation

* Does not need to be a formal training

SHARE INFORMATION ABOUT CAPTAIN WITH YOUR FRC

Tools to use:

- Five minute video posted to the CAPTAIN homepage (<http://www.captain.ca.gov/index.html>)
- CAPTAIN brochure posted under the 'About' tab
- (<http://www.captain.ca.gov/about.html>)
- Cadre Requirements Powerpoint posted to 'About' tab (<http://www.captain.ca.gov/about.html>)

DEPUTY AMBASSADOR DUTIES

- Share LTSAE materials in your community
- Assist with **Regional** Milestones Brochure development and dissemination to support child find

Tools to use:

- Tracker App in Spanish! (flyer - https://www.cdc.gov/ncbddd/actearly/pdf/milestone_tracker_app/Milestone-Tracker-App-Flyer_Eng-and-Spanish-10-29-P.pdf)
- New parent video – “Milestones Matter for Families” (<https://www.cdc.gov/ncbddd/actearly/parents/index.html>)
- Focused materials for ECE, healthcare providers, WIC, home visiting, families (<https://www.cdc.gov/ncbddd/actearly/index.html>)

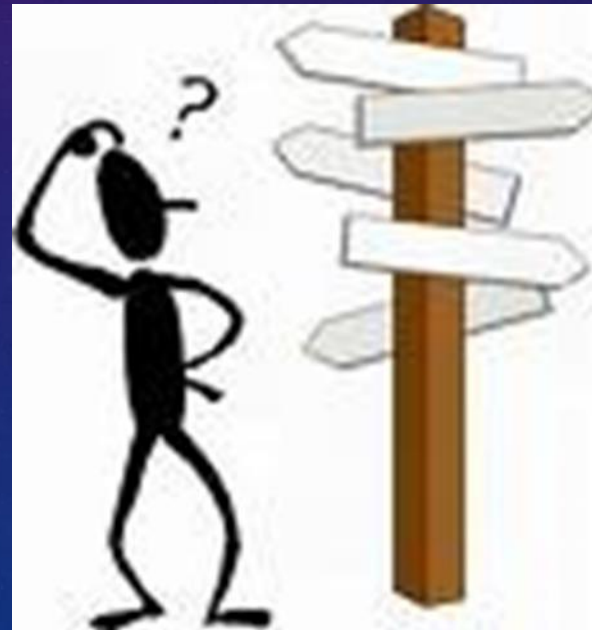
SHARE INFORMATION ABOUT EBPS WITH YOUR FRC AND FAMILIES TO HELP THEM MAKE INFORMED DECISIONS

- What questions do you hear and how do you respond?
- How do you assist families considering non EBP? (limited resources / need to consider EBPs first)

Tools to use

- Selecting EBPs AFIRM Module <https://afirm.fpg.unc.edu/selecting-ebp>

HOW MANY RESULTS DO YOU THINK YOU
WOULD GET IF YOU DID A  SEARCH
FOR “AUTISM TREATMENT”?





autism treatment



All

News

Images

Books

Videos

More

Settings

Tools

About 177,000,000 results (0.72 seconds)

Respite Care Camps Year Round | Private Cupertino Campus

(Ad) www.viaservices.org/

All **Autism** Conditions Welcome. Private Pay & Regional Ctr Funding. 1-1s Ok.

Our Private Campus · School Year Programming · Enrollment, FAQs, Map

**RESULTS: 177,000,000 FOR AUTISM TREATMENT
ON
OCTOBER 17, 2018!!!!**

Seriously. A Plan to Fit Your World. Real Time Collaboration. Quick Clinical Responses.

Autism Spectrum Disorder Treatment | Helpful Tips & Strategies

(Ad) www.artcsandiego.com/

What is **Autism** Spectrum Disorder? How can you help your loved one? Get the facts. Early Intervention.

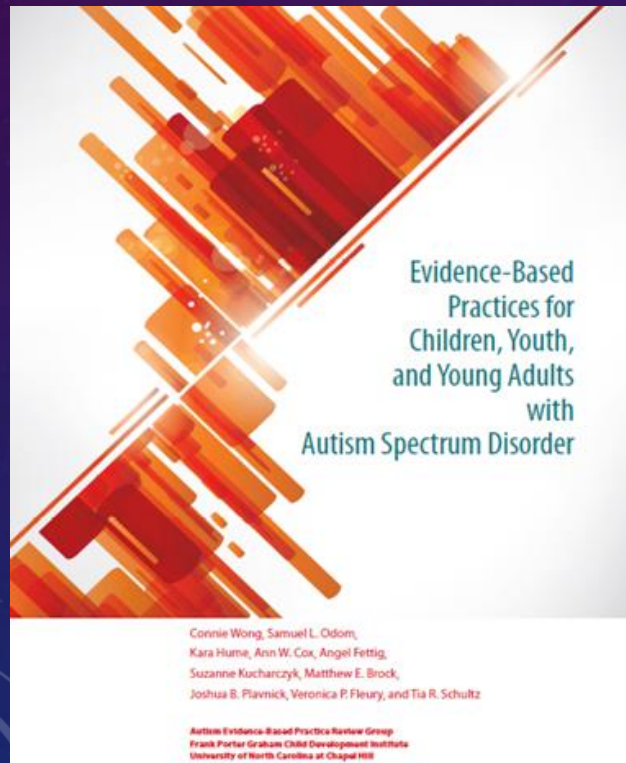
Support For All. Effective Services. Parental Support. **Autism Treatment** Center. Job & Life Skills.



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What are Evidence-Based Practices (EBPs) for ASD?



Ann England, M.A., CCC-SLP-L
Assistant Director, Diagnostic Center, CDE *Co-Coordinator CAPTAIN

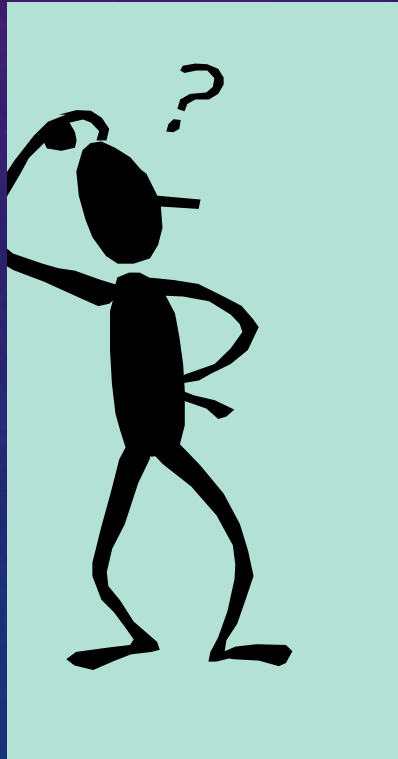
DEFINITION OF EBP (NPDC)



NPDC definition of an EBP:

“Focused intervention practices that have substantial evidence for effectiveness in promoting positive outcomes for learners with ASD”

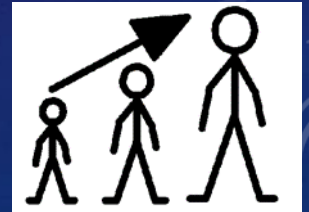
WHY ARE THESE EBP RESOURCES SO IMPORTANT?





Knowing these EBPs:

- helps us know which treatments have **evidence of effectiveness** and which treatments do not
- allows us to make **informed decisions** when we select treatments
- provides us with the opportunity to support individuals with ASD in **reaching their full potential**



27 EVIDENCE – BASED PRACTICES (2014)

Antecedent-based interventions

Cognitive behavioral intervention*

Differential reinforcement

Discrete trial training

Exercise

Extinction

Functional behavior assessment

Functional communication training

Modeling

Naturalistic interventions

Parent-implemented intervention

Peer-mediated instruction/intervention

Picture Exchange Communication System™

Pivotal response training

Prompting

Reinforcement

Response interruption/redirection

Scripting

Self-management

Social narratives

Social skills training

Structured play groups

Task analysis

Technology-aided intervention/instruction

Time delay

Video modeling

Visual supports

The following interventions have been identified as falling into the Established level of evidence:

- Behavioral Interventions
- Cognitive Behavioral Intervention Package
- Comprehensive Behavioral Treatment for Young Children
- Language Training (Production)
- Modeling
- Natural Teaching Strategies
- Parent Training
- Peer Training Package
- Pivotal Response Training
- Schedules
- Scripting
- Self-Management
- Social Skills Package
- Story-based Intervention

**14 ESTABLISHED
INTERVENTIONS
(for individuals under age 22)**



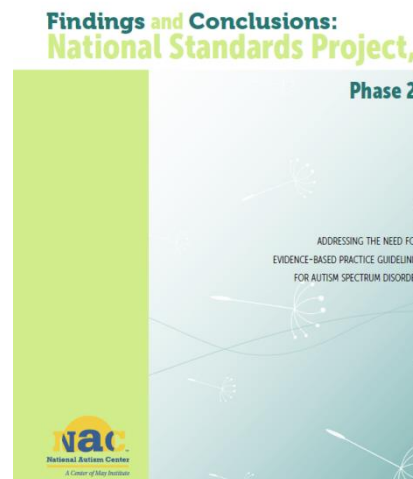
Emerging Interventions are those for which one or more studies suggest they may produce favorable outcomes. However, before we can be fully confident that the interventions are effective, additional high quality studies are needed that consistently show these interventions to be effective for individuals with ASD. Based on the available evidence, we are not yet in a position to rule out the possibility that Emerging Interventions are, in fact, not effective.

A large number of studies fall into the Emerging level of evidence. We believe scientists should find fertile ground for further research in these areas.

The following interventions have been identified as falling into the Emerging level of evidence:

- ❶ Augmentative and Alternative Communication Devices
- ❷ Developmental Relationship-based Treatment
- ❸ Exercise
- ❹ Exposure Package
- ❺ Functional Communication Training
- ❻ Imitation-based Intervention
- ❼ Initiation Training
- ❽ Language Training (Production & Understanding)
- ❾ Massage Therapy
- ❿ Multi-component Package
- ⓫ Music Therapy
- ⓬ Picture Exchange Communication System
- ⓭ Reductive Package
- ⓮ Sign Instruction
- ⓯ Social Communication Intervention
- ⓰ Structured Teaching
- ⓱ Technology-based Intervention
- ⓲ Theory of Mind Training

18 EMERGING INTERVENTIONS (for individuals under age 22)

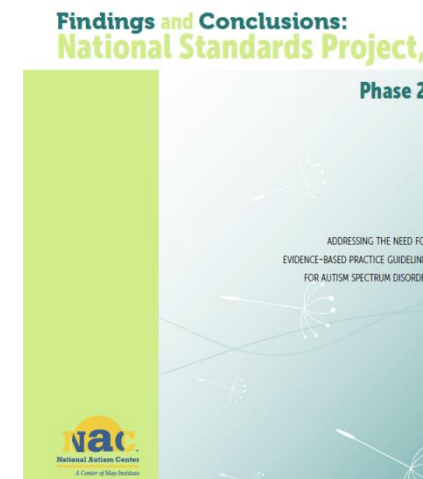


Unestablished Interventions are those for which there is little or no evidence in the scientific literature that allows us to draw firm conclusions about their effectiveness with individuals with ASD. There is no reason to assume these interventions are effective. Further, there is no way to rule out the possibility these interventions are ineffective or harmful.

The following interventions have been identified as falling into the Unestablished level of evidence:

- ❑ Animal-assisted Therapy
- ❑ Auditory Integration Training
- ❑ Concept Mapping
- ❑ DIR/Floor Time
- ❑ Facilitated Communication
- ❑ Gluten-free/Casein-free diet
- ❑ Movement-based Intervention
- ❑ SENSE Theatre Intervention
- ❑ Sensory Intervention Package
- ❑ Shock Therapy
- ❑ Social Behavioral Learning Strategy
- ❑ Social Cognition Intervention
- ❑ Social Thinking Intervention

13 UNESTABLISHED INTERVENTIONS (for individuals under age 22)



Research Findings for Adults (22+ Years)

Established Interventions for Adults **Only 1 Established**

The only intervention to be identified as Established for individuals ages 22 years and older is Behavioral Interventions. The Behavioral Intervention category consists of applied behavior analytic interventions to increase adaptive behaviors and decrease challenging behaviors. Examples of specific strategies identified in the 17 articles supporting Behavioral Interventions are provided in the table on the following page.

Emerging Interventions for Adults

Emerging Interventions are those for which one or more studies suggest they may produce favorable outcomes. However, before we can be fully confident that the interventions are effective, additional high quality studies are needed that consistently show these interventions to be effective for individuals with ASD. Based on the available evidence, we are not yet in a position to rule out the possibility that Emerging Interventions are, in fact, not effective.

The following intervention has been identified as falling into the Emerging level of evidence:

- Vocational Training Package

Unestablished Interventions for Adults

Unestablished Interventions are those for which there is little or no evidence in the scientific literature that allows us to draw firm conclusions about their effectiveness with individuals with ASD. There is no reason to assume these interventions are effective. Further, there is no way to rule out the possibility these interventions are ineffective or harmful.

The following interventions have been identified as falling into the Unestablished level of evidence:

- Cognitive Behavioral Intervention Package
- Modeling
- Music Therapy
- Sensory Integration Package

Findings and Conclusions:
National Standards Project,

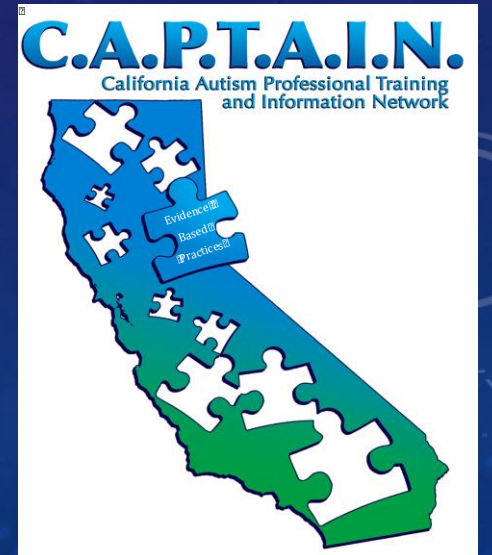
Phase 2

ADDRESSING THE NEED FOR
EVIDENCE-BASED PRACTICE GUIDELINES
FOR AUTISM SPECTRUM DISORDERS

vac
Vanderbilt University Center for Autism Research

CAPTAIN RECOMMENDS

- Use 27 EBPs from NPDC
- Use 14 Established Interventions for Ages 0-22 from NAC
- Use 1 Established Intervention for Ages 22+ from NAC





SUMMARY—Why are EBPs important to know:

- helps us know which treatments have evidence of effectiveness and which treatments do not
- allows us to make informed decisions when we select treatments
- provides us with the opportunity to support individuals with ASD in reaching their full potential

Welcome

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

CAPTAIN is dedicated to the following:

- Providing statewide access to trainings and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based.
- Establishing supports that are locally based with trainer of trainers at the local level.
- Emphasizing how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness.
- Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation.
- Supporting the development of local multiagency collaborations to support consistent use of EBPs.
- Providing an annual training summit and a forum for collegial communication and support to CAPTAIN Cadre members.
- Providing web based access to materials and resources that are vetted and align with current EBPs.
- Providing information and outreach to other interested stakeholders and provider groups who could benefit from learning more about EBPs (E.g. Professional Organizations, Higher Education, Self Advocates, Allied Health Providers)



Quick Links

National Professional Development
Center On Autism Spectrum
Disorders

AFIRM ASD Learning Modules

National Autism Center

Autism Internet Modules

CAPTAIN Summit Resources

Autism Fact Sheets

English/Spanish

Other Languages

Ask a Specialist - ASD

CAPTAIN Cadre

Regional Plans

CAPTAIN Leadership

Act Early

Effective Early Childhood
Transitions Guide

ASD Toddler Initiative

ADEPT

CAPTAIN Partners

Diagnostic Centers, CDE

Family Resource Centers Network
of California

Center for Excellence for
Developmental Disabilities at UC
Davis MIND Institute

USC University Center for
Excellence in Developmental
Disabilities (USC UCEDD)

California Department of
Developmental Services

CAPTAIN Summits
[by invitation only]

North: October 15-16, 2015
South: November 9-10, 2015



Use these
Quick Links
on the
CAPTAIN
website to
access
these EBP
resources!

SUPPORT FROM CAPTAIN LEADERSHIP

- What would be helpful?
- What would it look like?



PARTICIPATION IN REGIONAL MEETINGS

- Highlights
- Challenges
- Is there a standing agenda item for the Deputy Ambassador / Family Support Cadre member?

